Lesson 6, October 13

Essential questions: Experiences and Hopes of Immigrant Parents –**How do we connect with kids and their parents? How do we learn to see them as they see themselves?**

Kyle will lead whole group in dialog about classroom norms and expectations. We will allow the conversation to continue as needed.

Laura will review the essential questions for the day and preview assignment for next week: Writing is talking in context of British pre-schools and elementary schools. Students should write a paragraph using the article to help them: What is assessment, why do teachers do it, and how can they use it most effectively?

Kyle will then review the T-chart and what protective and risk factors are, and how this chart will help them with the survey assignment.

Laura will quickly remind students how the jigsaw teaching strategy works. Students will then gather in expert groups and discuss their T-chart about Elisa or Lillian. They will then pair with another classmate with opposite student to discuss: how we use such observational knowledge to improve our teaching and their three sentences with their main take-away points from the reading (Guadalupe Valdés).

**Break 5:30pm**

**Betty – (**40 minutes) When we gather back to class Betty will share a story (from her research) -- the family from Burundi - how the parents are content but struggle to help their children make a life here because they don't have the social capital to know what is going on in the school system or in the classroom and the ESL classroom experience. Their children are encouraged to drop out of high school and how that will affect their children’s future, etc... etc… Betty will then lead a discussion. It will be about 40 mins in total.

Time permitting we could complete Pike and Shelby activity on pg. 79 – The Global Rose. This exercise engages students in the questions raised in discussion with Betty. Student groups will discuss the information/narratives we have heard today through lens of each of the petal headings. This activity will also attend to implications that the content has for the student’s own attitudes, behaviors, and lifestyles. It provides space to reflect on how narratives interacted globally.

**Workshop time devoted to activity versus teaching exercise. Students will work to develop their** 15-minute activity which they will then lead their small group in following weeks. The activity should have a learning purpose/goal that connects to your subject matter and is appropriate to the age you will be teaching. Activities can be created or chosen from many sources. The activity should build upon the insight that many students will be better motivated in a climate of interdependence and cooperation. The following week two students will lead their activity during workshop.

Guadalupe Valdés

1. Distances- physical, emotional, psychological
2. Learning/failing to learn English – instructional dilemmas
   * 1. ESL programs – “tracking”
     2. Home and community – social capital
     3. Policy implications
     4. Politics of teaching English
     5. Critical pedagogy in ESL
3. What vision of society are you teaching toward
4. Examine and explore student’s knowledge, histories, and cultures—affirm and support
5. Develop own voice—vision of possibilities
6. Place of language in total curriculum

**Lillian**

Protective

Good reading/writing in Spanish

Go Either Way

Homesick at first

Eager to impress peers

Risk

Did not like last teacher—negative experience with school

At Gardner, no opportunities to hear English from peers

At Gardner, in large class, got lost in group

At Gardner, little communication with regular content teachers

At Gardner, had different teacher each year

At Gardner, talking in classroom was discouraged, no chance to practice English

At Gardner, ESL ghetto kept her from meeting other mainstreamed students

Joined gang

Mom did not understand how US schools worked

Mom did not speak English

Mom and dad fought; dad drank too much

**Elisa**

Protective

Mom has strict/authoritarian parenting style

Strong reading skills in Spanish; decent reading

Mom spoke English

Mom encouraged kids to speak English and used in the home

Mom went to school functions, tried to impress teachers

Eager to learn English

Eager to impress teachers

Placed in mainstreamed math class

Researcher helps Elisa argue her case for mainstreaming

Researcher explains to mom about homework

Could Go Either Way

Homesick

Risk

At Gardner, in large class, got lost in group

At Gardner, little communication with regular content teachers

At Gardner, had different teacher each year

At Gardner, mainstream teachers offered little help